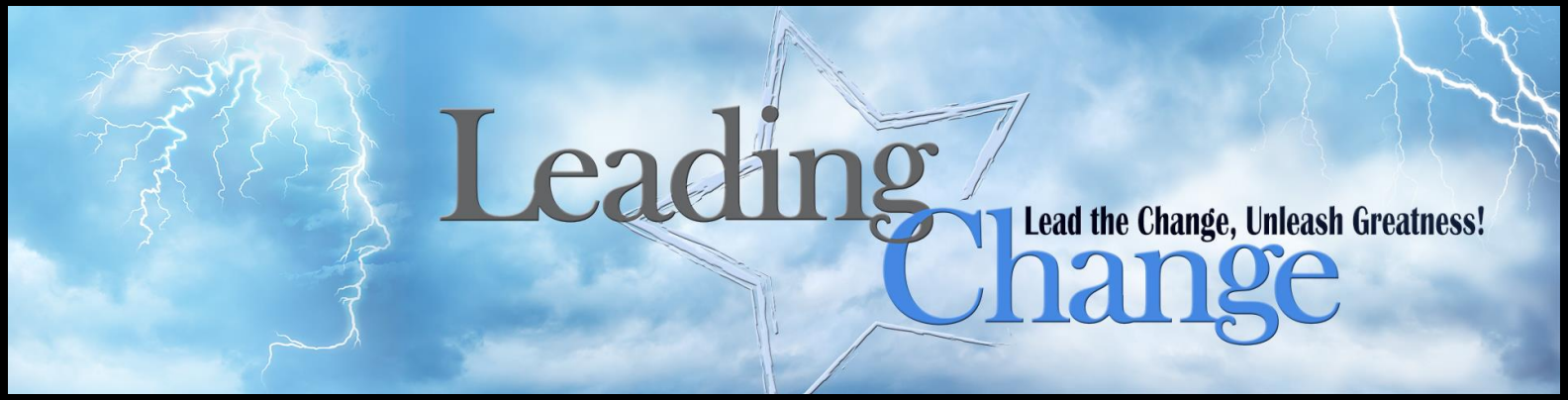


Leading Change Through a Walk-Through Protocol

2014-15

ROOSEVELT SCHOOL DISTRICT
RSD
1912 WORLD CLASS DISTRICT 2012
100 YEARS

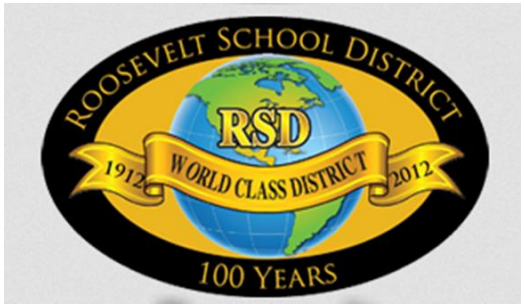
SUNNYSIDE
Unified School District

BOARD OF Regents
ARIZONA'S PUBLIC UNIVERSITIES

ITQ Leadership Grant
ASU Arizona State University
Northern Arizona University
The University of Arizona
Strengthening Instructional Leadership in Mathematics

Arizona Department of Education

Instructional Rounds: Leading Change through a Walk-Through Protocol



ASU
ARIZONA STATE UNIVERSITY

Roosevelt S.D. & ASU

2014-2015

Year-Long Leadership PD

- A continuum of learning that focused on:
  - Developing common language and understanding about mathematics
  - Promoting rigor and complexity in mathematics
  - Examining the AZCCRS-M and the Learning Observation Instrument (LOI)
  - Building leadership capacity to provide teachers meaningful feedback related to math content and pedagogy as aligned to the Leading Observation Instrument (LdOI)

Principles to Action – Book Study

- PtA provides guidance for implementing a quality math program that:
  - Focuses on research-based teaching practices
  - Addresses the core principles necessary to build a successful mathematics program

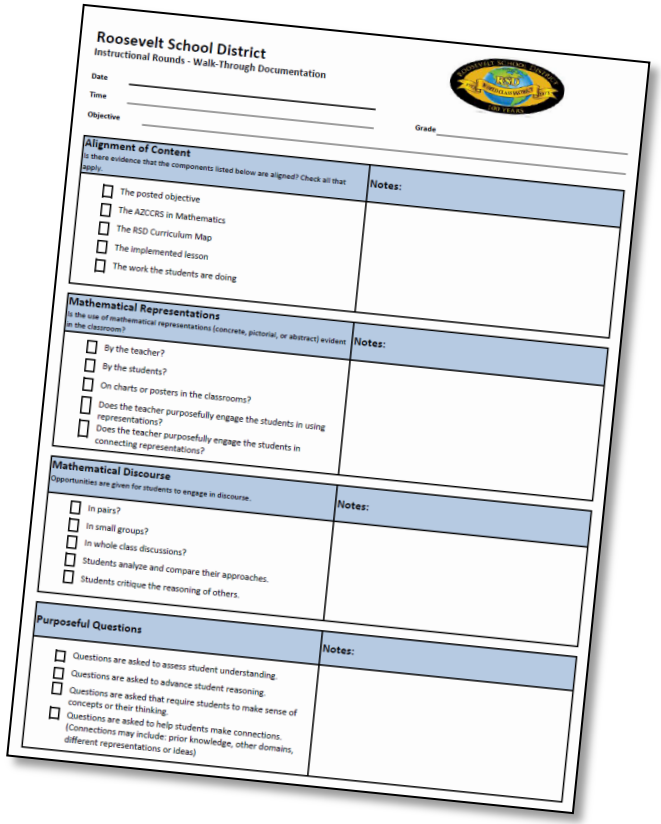
- Through ITQ Grant, PD focused on:
  - 4 of the 8 research-based essential Mathematics Teaching Practices
  - Conditions and structures necessary to support the Effective Teaching Practices
  - Unproductive and productive beliefs, obstacles, and key actions that must be understood, acknowledged, and addressed by all stakeholders
  - Strategies for teachers to engage students in mathematical thinking, reasoning, and sense making to significantly strengthen teaching and learning

Instructional Rounds

- Provided authentic opportunities for school leadership to examine and engage in focused conversations about best practices in mathematics

The Evolution of the Protocol

- Tool was created for school leadership to focus their walk-through observations on four of the eight principles:
  - Alignment of content
  - Mathematical representations
  - Mathematical discourse
  - Purposeful questions



Roosevelt School District
Instructional Rounds - Walk-Through Documentation

Date
Time
Objective
Grade

Alignment of Content Is there evidence that the components listed below are aligned? Check all that apply.	**Notes:**
☐ The posted objective ☐ The AZCCRS in Mathematics ☐ The RSD Curriculum Map ☐ The implemented lesson ☐ The work the students are doing	

Mathematical Representations Is the use of mathematical representations (concrete, pictorial, or abstract) evident in the classroom?	**Notes:**
☐ By the teacher? ☐ By the students? ☐ On charts or posters in the classrooms? ☐ Does the teacher purposefully engage the students in using representations? ☐ Does the teacher purposefully engage the students in connecting representations?	

Mathematical Discourse Opportunities are given for students to engage in discourse.	**Notes:**
☐ In pairs? ☐ In small groups? ☐ In whole class discussions? ☐ Students analyze and compare their approaches. ☐ Students critique the reasoning of others.	

Purposeful Questions	**Notes:**
☐ Questions are asked to assess student understanding. ☐ Questions are asked to advance student reasoning. ☐ Questions are asked that require students to make sense of concepts or their thinking. ☐ Questions are asked to help students make connections. (Connections may include: prior knowledge, other domains, different representations or ideas)	

Structure of the Rounds

- Visit 4-5 classrooms for 10 minutes each
- Document observations using the protocol
- Gather at conclusion of walk-throughs to
  - Discuss evidence of the four principles in action
  - Discuss possible feedback or strategies that could be shared with the teacher

Video

Interactive Round Practice

Questions and Answers

Collaborative Mathematics Walkthroughs in Sunnyside USD

Roxana Rico, Director of Elementary Schools
Christie McDougall, Mathematics Coordinator
Maggie Hackett, Mathematics Coach
Members of Site Leadership Teams
Sunnyside Unified School District

Lynnette Brunderman, Associate Professor
University of Arizona College of Education

Mathematics Walkthroughs

- ***Collaborative walkthroughs***
  - Quarterly during the 2014-2015 school year
  - Clusters of 3 or 4 schools
  - Site leadership and district team members
  - Location for the walkthrough rotated, the hosting principal could determine the focus and schedule for the walkthroughs
- ***Outcomes of the sessions***
  - Analyze mathematics instruction for alignment to standards and implementation of mathematical practices
  - Discuss critical aspects of mathematics instruction and develop leadership skills to provide effective feedback
  - Determine next steps for PD or coaching

Tools for Collaborative Math Walkthroughs

Mathematics Walkthrough Protocol

- Guidance for set up of meetings
  - Outcomes
  - Dates and Schedules
  - Sample Agenda
- Crosswalk of five walkthrough indicators with mathematics look fors
- Guiding questions for classroom debrief and summary

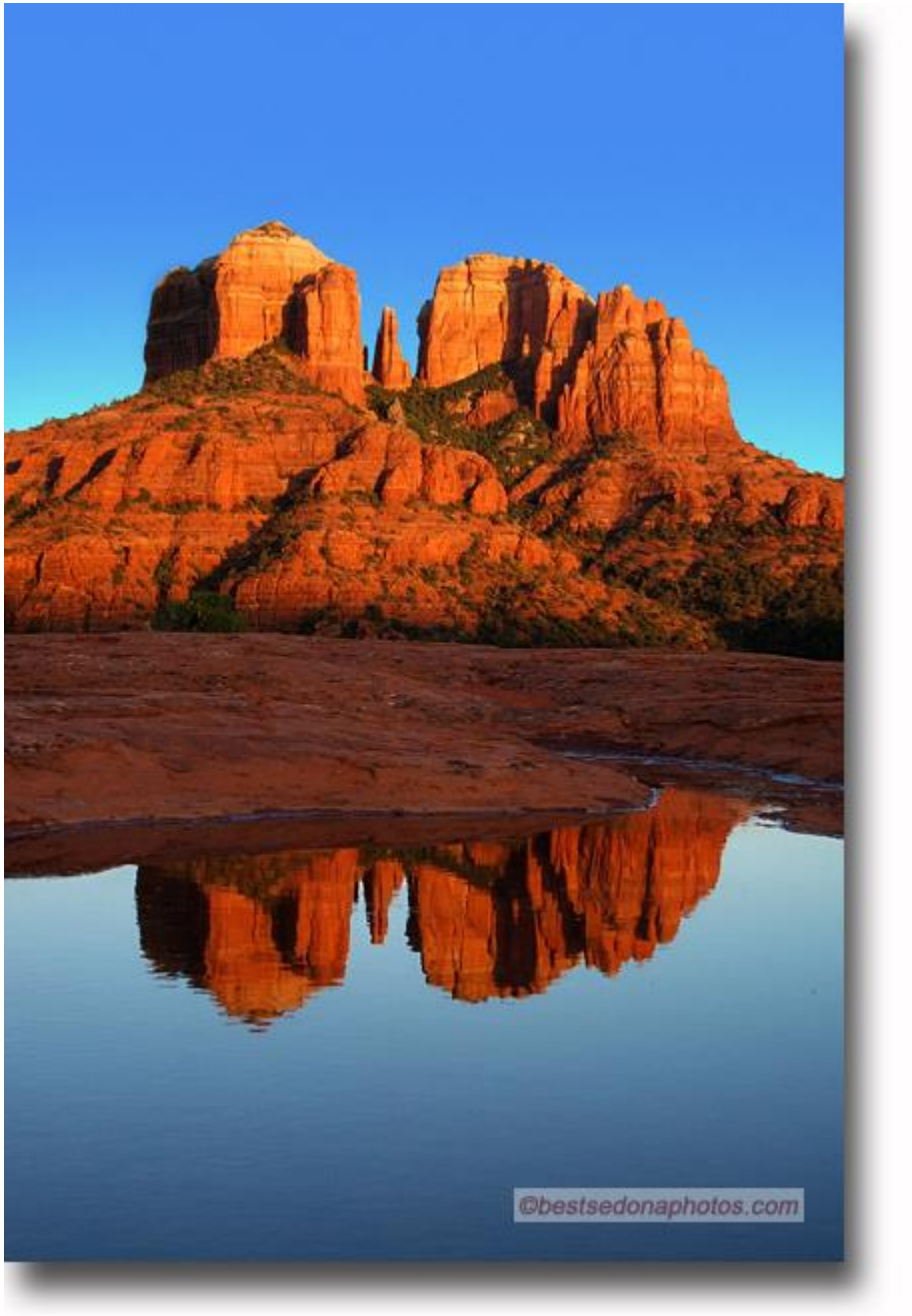
Mathematics Walkthrough Observation Tool

- Selection of five universally applicable indicators from teacher evaluation instrument
- Mathematics looks fors listed on tool
- Available in a google form for ease of data collection

KEEP
CALM
AND
DEBRIEF

Reflections

- What were your experiences with the collaborative mathematics walkthroughs?
- What impact did your participation in the mathematics walkthroughs have at your site?
- How did the conversation change from the beginning to the end of the process?



Next Steps

- How can we continue to build capacity to lead and analyze mathematics instruction.
  - Plan to continue collaborative mathematics walkthroughs
  - Add site-based targeted walkthroughs with coaches/coordinator

- How might you get started with mathematics walkthroughs in your school or district?


QUESTIONS